DOCUMENT RESUME

ED 094 097 UD 014 477

AUTHOR	Crawford, James
TITLE	Project Emerge, Dayton, Ohio. 1973-74 Final Evaluation Report.
INSTITUTION	Dayton Board of Education, Ohio.
PUB DATE	12 Jul 74
NOTE	106p.
EDRS PRICE	MF-$0.75 HC-$5.40 PLUS POSTAGE
DESCRIPTORS	Attendance Services; Classroom Environment; Dropout Identification; *Dropout Prevention; Failure Factors; Guidance Services; High School Students; *Inner City; Instructional Staff; *Low Achievers; Motivation; *Program Evaluation; Reading Instruction; Self Concept; Staff Improvement; Underachievers; Vocational Education
IDENTIFIERS	Elementary Secondary Education Act Title VIII; ESEA Title VIII; *Ohio; Project Emerge

ABSTRACT

Project Emerge was initiated in reaction to a high dropout rate at Roosevelt High School, which was attributed to low self-concept, low motivation, underachievement and the internalization of failure, irregular attendance, health problems, and disruptive classroom behavior. The enrollment of Roosevelt High School is 1395 students, of whom approximately 126 were identified as potential dropouts and enrolled in the Occupational Exploratory Lab and/or Reading Lab. Students who are identified as potential dropouts must fall into one or more of the following categories: stanines of four or less on the reading and/or mathematics achievement section of the "Ohio Survey Test"; above average absenteeism; and, referred by the school counselor or self-referral. Students who have been directly affected are those who have received counseling from the project Counselor and/or Social Worker, instruction in the reading lab and/or occupational exploration lab; been sent to the Shop; used the Student Lounge; enrolled in Automotive Professional Training course; or obtained a job through the Project. Those affected indirectly are students whose teachers have used equipment of Project Emerge or participated in staff development programs, or who have received consulting services through the Project. (Author/JM)

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1973 - 74

Final Evaluation Report

Project Emerge

Dayton, Ohio

Submitted to

U.S. Office of Education
Title VIII, Dropout Prevention
State of Ohio, Department of Education
Dayton Board of Education
Educational Accomplishment Auditor
Gladys Moses, Project Emerge Director

by

James Crawford, Project Emerge Evaluator
July 12, 1974

U.D 044[illegible]

TABLE OF CONTENTS

	Page
OVERVIEW OF PROGRAM	1
SUMMARY OF FINDINGS	4
RECOMMENDATIONS	12
COMMENT ON ATTENDANCE, EXPULSIONS, DROPOUTS	17
COMMENT ON INTERNAL EVALUATION AND AUDIT	22
CORE STUDENT	25
EVALUATION OF OBJECTIVES	26
OVERALL AND MANAGEMENT OBJECTIVES IA1-IF13	27
INSTRUCTIONAL OBJECTIVES IIA1-IID12	55
SERVICES TO STUDENTS/COOPERATIVE EDUCATION OBJECTIVES IIIA1-IIID14	72
APPENDIX 1 Conference/Workshop on Dropouts, Expulsions and Suspensions	97
APPENDIX 2 Automotive Professional Training (APT)	103
APPENDIX 3 Incentive Activities	104

OVERVIEW OF PROGRAM

GENERAL SETTING

Locale

Project Emerge is located in the Black-inhabited Model Cities area of Dayton, Ohio. The population of this area, like that of other inner-cities across the country, has been opting for the suburbs when possible.

The economy of the city leans heavily on auto-related industries and two government installations. Many of the working parents are employed in foundries, tool and die shops, and civil service jobs. Many parents of students in the project are receiving Aid to Dependent Children (ADC). The overall economy of the area is hurting because of cutbacks in personnel by some of the major employers.

School System

The Dayton Public Schools had a student population of 47,686 for the 1973-74 school year. This figure has been steadily dropping since 1964-65 when student population peaked at 60,633. The enrollment for Roosevelt High School was 1,395 for the school year.

Much of the decrease at Roosevelt High School has been due to the normal decrease in the student population coupled with the open enrollment policy of the Board. This enables many students to go to any school they choose in the system. However, in the district open enrollment has seen blacks transferring to predominately white

schools and in no case has a white transferred to Roosevelt High School which is all black.

Project Emerge was initiated in reaction to a high dropout rate at Roosevelt High School. The dropout was considered to be a symptom of deeper problems and not a problem in itself. The problems that were identified were low self-concept, low motivation, underachievement and the internalization of failure, irregular attendance, health problems, and disruptive classroom behavior.

The initial program was developed by a counselor at Roosevelt High School in consultation with personnel from the central office of the school board. They had become alarmed at the increasing number of dropouts at Roosevelt in particular and the city in general.

The original program was installed in Roosevelt High School, Grace A. Greene Elementary and Weaver Elementary. This was revised in 1971 and the program operated in Roosevelt High School and MacFarlane Middle School. This change was necessary due to the implementation of middle schools (grades 6-8) during the 1971-72 school year. This year (1973-74) the Project operated mainly in Roosevelt due to the cut in funds and institutionalization of some of the programs initiated by the project.

The Project

The enrollment of Roosevelt High School is 1,395 students. There were 126 core students first semester and 115 core students the second semester at the school. (A core student is one has been identified as a potential dropout and is enrolled in the

Occupational Exploratory Lab and/or Reading Lab.) Students who are identified as potential dropouts must fall into one or more of the following categories:

- o Stanines of four or less on the reading and/or math achievement section of the Ohio Survey Test.
- o Above average absenteeism (20 days or more).
- o Referred by the school counselor or self-referral.

The last category takes into consideration students who do not fall into one of the first two but because of a trend of declining grades, rising absenteeism, or poor school behavior, the counselor or the parents of these students request that they be enrolled in Emerge activities.

The project has touched all students either directly or indirectly through programs being administered at Roosevelt High School. Students who have been directly affected are those who have received counseling from the project Counselor and/or Social Worker, instruction in the reading lab, occupational exploration lab; been sent to the Shop; used the Student Lounge; enrolled in Automotive Professional Training course; or obtained a job through the Project. Those affected indirectly are students whose teacher has used equipment of Project Emerge or participated in staff development programs, or who have received consulting services through the Project.

PERSONNEL RESPONSIBLE TO PROJECT EMERGE BY FISCAL YEAR

FY - 1 Budget - $520,000 1969-70	FY - 2 Budget - $599,000 1970-71	FY - 3 Budget - $665,000 1971-72	FY - 4 Budget - $450,000 1972-73	FY - 5 Budget - $205,551 1973-74
Director	Director	Director	Director	Director
Associate Director	Associate Director	Coordinator Instruction	Coordinator	Coordinator
Associate Dir. Work-Study	Curriculum Specialist	Coor. Cooperative Educ.	Curriculum Supervisor	Evaluator
Curriculum Specialist	Coordinator Cooperative Education	Coor. Services to Students	Evaluator	Occupational Awareness Teacher
Cooperative Education Coordinator (2)	Evaluator	Evaluator	Research Assistant	Asst. Classroom Manager
Work Counselors (5)	Research Assistant (1/2 yr.)	Research Assistant	Reading Specialist (2)	Work Counselor (2)
Reading Specialist (3)	Work Counselor (5)	Lang. Arts Teachers (3)	Language Arts Teachers (2)	Social Worker
Counselor (2)	Reading Specialist (4)	Reading Lab Specialist (3)	Math Lab Teacher	Teacher Aides (4)
Nurse	Counselors (2)	Math Lab Teacher	APT Teacher	Clerk-Typist
Home-School Coordinator	Nurse	Science Lab Teacher	Teacher Aides (7)	Secretary
Math Teacher	Math Teachers (3)	Employability Skills Teacher	Counselor	Guidance Worker* (2)
Clerk-Typist (3)	Language Arts Teachers (2)	APT Teacher	Nurse	Counselor*
	Science Teacher	Counselors	Social Workers (2)	Reading Specialist*
	Employability Skills Teacher	Social Workers (2)	Work Counselor (2)	APT Teacher*
	Social Worker	Psychologist	Guidance Workers (2)	
	Media Technician	Work Counselors(4)	Clerk-Typist (3)	*Paid through Disadvantaged Pupil Fund Responsible to Project
	Aides (2 1/2)	Nurse	Secretary	
	Shop Manager (3 mo.)	Media Technician		
	Guidance Workers (2 for 3 mo.)	Teachers' Aides (4)		
	Clerk-Typist (3 1/2)	Resource Center Aide		
	Secretary	Shop Manager		
	Micro-Teachers (3 f smr)	Guidance Workers (2)		
		Clerk-Typist (5)		
		Secretary		
		Micro-Teachers (3 f smr)		

SUMMARY OF FINDINGS

OBJECTIVE	SUCCESS	FINDINGS	COMMENTS
IA1. Dropout rate will be reduced during the Project's five years (14.9% to 3.7%).	Not met	The dropout rate decreased from 14.9% during 1968-69 to 10.8% during 1973-74.	
IA2. Absenteeism will decrease 30% during the Project's five years (85.3% to 89.7% attendance).	Not met	The attendance rate decreased from 85.3% during 1968-69 to 77.9% during 1973-74.	
IA3. Semester expulsions will decrease 24% during the Project's five years (96-73).	Met	There was a reduction of 71.9% (96-27 expulsions).	
IB4. One management training session prior to the opening of school for all project administators.	Met	The training session was conducted August 28-29, 1973. Administrators from the Project and the Board of Education participated.	
IB4a. Monthly meetings will be held.	Partially Met	Administrative staff met objectives; Total staff met objectives; Services to Students/ Cooperative Education staff lacked minutes for 3 months although 11 meetings were held.	
IB4b. Monthly reports submitted to supervisors.	Met	Reports submitted as stipulated.	
IB4c. Phase-out plan developed.	Met	A plan was developed. However, it was sometimes difficult or impossible to implement due to forces outside of the project.	

SUMMARY OF FINDINGS

OBJECTIVE	SUCCESS	FINDINGS	COMMENTS
IC5. Dropout rate decrease of 15% from previous year (7.1% to 6.0%).	Not met	Dropout rate increased from 7.1% in 1972-73 to 10.8% during 1973-74.	
IC6. Absentee rate will decrease 6% from previous year (78.9% to 80.2% attendance rate).	Not met	The attendance rate decrease from 78.9% last year to 77.9% this year.	
IC7. Semester expulsions will decline 6% from previous year (19 to 18).	Not met	Expulsions increased from 19 during 1972-73 to 27 during 1973-74.	
IC8. 60% of the core students will be absent 10 days or less during each semester.	Not met	52.9% met the objective the first semester and averaged 13.2 days absent. 47.0% met the objective the second semester and averaged 18.6 days absent. 48.1% met the objective for the year and averaged 31.8 days absent.	
IC9. Eighty percent of the core students will not receive more than four disciplinary referrals during the year.	Met	No core student received four or more disciplinary referrals.	
ID10. Time sequence chart will be adhered to.	Partially Met	Administrative Component met deadlines. Instructional Component met deadlines. Services to Students/Cooperative Education Component did not meet all deadlines.	The reason for deadlines not being met is in part due to (1) Coordinator's absence and (2) the energy crisis.

SUMMARY OF FINDINGS

OBJECTIVE		SUCCESS	FINDINGS	COMMENTS
ID11.	Staff and Advisory Council will be involved in program adoption and publicity.	Met	There were numerous visitors, articles, and presentations made by various persons.	
ID11a.	Training session on management procedures will be followed.	Met	The procedures were followed.	
IE12.	Advisory Council will assist in program development and make two recommendations.	Met.	Council made recommendations concerning meetings, budget, and others.	
IF13.	Advisory Council will receive information at least six times annually.	Met	Nine meetings were conducted and at least one per month was held where the Council received information.	
IIA1.	Sixty percent of the core students in the Reading Lab will show a 1.2 grade level increase during the year.	Met	When the proportional measure is used the objective was attained. The average grade level increase was 1.0.	All core students should have one full year of reading.
IIA2.	Sixty percent of the Communication Skills students will obtain a grade of 'C' or above.	Not met	Teacher 1 gave 21.6% of the students 'C' and above. Teacher 2 gave 52.6% of the students 'C' and above. Teacher 3 gave 31.0% of the students 'C' and above. Teacher 4 gave 39.9% of the students 'C' and above. Overall 36.5% of the students received 'C' or above.	

SUMMARY OF FINDINGS

OBJECTIVE	SUCCESS	FINDINGS	COMMENTS
IIA3. Eighty percent of Occupational Exploration students will develop written discriptions of preferred vocational clusters.	Not met	Seventy three percent had written discriptions.	
IIB4. Reading Specialist will plan cooperatively one time per week.	Met	The specialists met daily for planning.	This was documented by observation only.
IIB5. Appropriate placement in reading materials.	Met	Appropriate placement made.	
IIB6. Occupational Exploration students will complete the Ohio Vocational Interest Survey.	Met	96.1% (50 of 52 students) completed the OVIS.	
IIC8. Teachers will develop terminal and student objectives.	Met	Participating teachers developed terminal and student objectives to cover the first nine weeks of school.	
IIC9. Twelve teachers and one counselor will utilize resources of Occupational Explorations Lab.	Met	15 individuals utilized resources.	

SUMMARY OF FINDINGS

OBJECTIVE	SUCCESS	FINDINGS	COMMENTS
IID10. Consultants for Math and Occupational Exploration will make on-site visits an average of once per two-week period.	Met	Math Consultants made 37 on-site visits. Occupational Exploration Consultant made 57 on-site visits.	
IID11. Communication Skills and Basic Mathematics Teachers will preview 50% of new and existing materials in their curriculum area at Roosevelt.	Met	206 of 235 listed pieces of materials were previewed by various teachers.	
IID12. Occupational Exploration teacher, aide or consultant will demonstrate techniques and materials to all ninth grade teachers.	Not met	36 or 68 teachers attended the workshops. Not all ninth grade teachers attended.	
IIIA1. Twenty students eligible for health services will have appointments scheduled and kept.	Not met	17 core students needed the assistance of the project. 12 students received assistnace to have their medical needs met.	
IIIA2. Ninty percent of the Work Experience students will develop proper work skills and job attitudes.	Met	98.8% of the students were rated satisfactory.	
IIIA3. Shop will modify student behavior satisfactorily 75% of the time.	Met	83.3% of cases modified student behavior satisfactorily.	This program should be implemented at least in the Middle and High

SUMMARY OF FINDINGS

OBJECTIVE	SUCCESS	FINDINGS	COMMENTS
IIIB4. Core students counseled individually twice per academic year.	Not met	450 individual counseling sessions were held. 105 of 114 ninth grade core students counseled as stipulated.	This included scheduling sessions which should not be included in the objective in the future.
IIIB5. Core students will be visited at home at least once per academic year by the Social Worker.	Met	114 of 115 core students' homes visited. Also 1,395 other contacts were made with various people.	Roosevelt and other schools could really use more social workers.
IIIB7. Core students will receive health screening.	Not met	105 of 115 core students screened.	Health screening should be done for every student in Dayton.
IIIB8. Core students meet one period per week for group guidance sessions.	Met	136 group sessions were conducted.	
IIIB9. Team will staff 14 students during the first three quarters of school.	Met	Two Students were formally staffed and nineteen informally staffed.	There was not an evaluation of the effects of the two staffing methods. This should be done in the future to determine if there is a difference in results between the methods.

SUMMARY OF FINDINGS

OBJECTIVE	SUCCESS	FINDINGS	COMMENTS
IIIB11. Two on-site job visits to job supervisors and students during the year.	Not met	185 of 191 students had site visits made as stated.	
IIIC13. Students participating in the Freshman Orientation Program will correctly answer 70% of the questionnaire items concenring Roosevelt and Emerge.	Not met	More than 70% of the students felt they gained an adequate understanding about school rules. However, they were unsure about report cards, school clubs, schedule changes, tickets for sports events, who to see about school problems, who to see about obtaining a job (work-study).	
IIID14. The Freshman Orientation Program students will make personal contact with the Services to Students/Co-operative Education personnel and community citizens.	Met	Students who attended met the personnel specified.	

RECOMMENDATIONS

The following recommendations are made by the Evaluator on the basis of data contained in the evaluation reports, other data not contained in the reports but on file in the Evaluator's office, observations by the Evaluator that may or may not be relevant to specific project objectives and through discussions with persons both in the project and outside of the project.

1. The project has expended funds on a few programs that were felt to be needed, however, later it was realized that they were not. One example of this was the hiring of a full-time psychologist during the 1971-72 school year. It was realized soon after the school year started that there was not a great enough need to occupy a full-time psychologist for only the project's students. At the time of writing the Continuation Application it was decided to eliminate the psychologist from the 1972-73 project. The expense of developing, implementing, and operating this program may have been saved if a simple, not necessarily analytical, objective needs assessment had been conducted prior to the development of the program. Therefore, it is recommended that simple objective needs assessment be conducted prior to the development of any program.

2. Through observations and discussions with various people it was found that there exist friction between project personnel and other personnel within the school. Comments such as, "Project Emerge is not part of Roosevelt," "The Project has not done anything", and other more personal comments have been heard on both sides. There were

also other more subtle comments and acts which indicated friction existed. The friction was greatest during the first years of the project and has diminished to a point where it is almost nonexistant. Who or what was to blame for the friction is not the question rather, how could the friction that exist be eliminated or reduced? One possible way would be to have the Principal or an Assistant Principal be the Director of the project. This would insure better communication between the staffs and there would be no doubt about the project's affiliation with the school. At least, if the Director is not the Principal, the Director should have an office in the same office complex as the Principal and should be on the administrative team of the school. Another way to reduce friction would be for someone on the project staff be responsible for releasing information about the project and specify what the project can do for staff not paid by the project. It should be made very explict that no gossip about a staff member or false information about the project will be tolerated and that any questions about a staff member or program in the project should only be answered by the staff member in question or person in charge of the program. There should also be yearly orientations at the beginning of each year for all staff that will have contact with new or continuing programs to acquaint them with the philosophy, objectives and services of these programs.

3. Project Emerge has an extensive internal on-going evaluation conducted yearly. The objectives measured were initially divided into Level I and Level II objectives. The Level I objectives were concerned with overall total school results. Objectives in this category are

dropout rate decrease, absentee decrease and semester expulsion decrease. Level II objectives focused on activities and results of the project. Objectives in this category are concerned with core students' attendance, reading levels, counseling sessions, etc. When persons review the evaluation it should be realized that the project is geared mostly toward the freshman student, except for work-study. Also only about one-fourth of the freshmen are core students who receive the full thrust of the project. Therefore, it is unrealistic to expect a project which serves directly approximately one-fourth of the students, core and work-study, to have an effect on the total school dropout and absentee rates. When judging the project the objectives written directly to project activities and results should be used and not the total school objectives.

4. Some of the project personnel have experienced frustration at being responsible to more than one person or program operating in the school. There were some personnel who were responsible for meeting the objectives of the project, the school, and Disadvantage Pupil Program. One method to resolve the problem would be to write objectives that are compatible to all programs. However, this would not resolve the problem of more than one boss. Therefore, personnel should be responsible to one person only. The responsibility of personnel should be made clear to both the person being hired and the person for whom they are working.

5. The data contained in this and other evaluations document the success of the Shop. In light of the proven success of this

program the Shop should be funded through the General Fund of the Dayton Board of Education. Further, the program should be implemented in other schools, at least Middle and High schools, by the Board of Education.

6. The Reading Lab has proven the success of its methods and concepts as contained in this and other evaluations. This program should be seriously considered as a model for reading labs throughout the school system. The low reading levels of quite a few graduates would indicate the need for more reading programs through all grade levels and schools.

7. The work load of the Counselor and Social Worker of the project indicates that more personnel is needed in this area. The number of problems in a school could be reduced if these persons had a realistic work load. There are many areas of expertise that a social worker has that a counselor does not have due to their training. Therefore, serious consideration should be given to the hiring of more of these personnel.

8. The need of more students working has been evident since the inception of the project. The project has expended much money in this area for the above reason. However, even with the additional funds of the project to supplement already existing work programs their are still students who are in need of jobs. More money should be pumped into work programs if funds are available.

9. The high number of students receiving 'D's' and 'F's' indicates a problem. The main reason for the low grades was non-attendance to school and class. The reason for nonattendance to

class is briefly discussed in this evaluation under Comment on Attendance, Expulsions, Dropouts. The recommendations concerning individualizing instruction and examining the possibility of implementing the school within a school concept should be given priority.

10. The student who encounters problems outside of the school which hinder attendance to school should be given more assistance. The assistance that schools give to these students could be enhanced by having personnel from various agencies located in the school building. The cooperation of local social agencies should be initiated and pursued by the Board of Education.

11. The Automotive Professional Training program should be located in a room in which cars could be worked on by the students. This would allow the program to be expanded.

12. Occupational information should be integrated into the total school curriculum. This would give students an idea of the importance and use of the knowledge gained in the particular course.

COMMENT ON ATTENDANCE, EXPULSION, DROPOUT

There are several objectives which directly or indirectly relate to attendance, expulsions, and dropouts. The objectives that pertain directly to the three areas are IA1, IC5 (Dropout), IA2, IC6, IC8 (attendance) and IA3, IC7 (expulsion). Objectives IC9 (disciplinary referral), IIA1 (reading increase), and IIA2 (communication skills success) are indirectly affected by the three areas. The comments contained herein should be read in conjunction with the aforementioned objectives.

The largest problem at Roosevelt High School is attendance. Attendance not only to school but also to class. The reasons for the non attendance are varied however, in discussions with students the most common comment is that nothing is going on in class. There are usually two reasons the students give. The first circles around the content of the courses. The second centers on the challenge of the course.

The content of many courses is hard for a student to relate to everyday life or what lies ahead in their life. The student does not understand how knowing about something that happened in 1776 is going to help them in 1976, they do not understand how reading or writing poetry is going to help them now or later. The list could continue to infinity but it is felt the point is made. Unless the teacher can show a student how this in going to help them in their life the student does not care to know.

Even if the content of courses could be related to life the course must be challenging enough to hold the student's interest. This is difficult when teaching thirty students in a class. What is challenging to one may be simple or impossible for another. Thus, each student must have a course of instruction tailored to the needs and capabilities of that individual student.

Another reason related to the above is simply the structure of the school classes. The school day is divided into six fifty minute periods. The student is suppose to be scheduled into six classes. Whether or not the student needs or wants six classes is immaterial therefore, the student may have some course that they do not care about or need from the beginning. In addition they are required to sit for at least fifty minutes a day, five days a week for at least a semester. While the student is in the class they are suppose to sit down and be quiet and if they do not they are punished. However, in their next class the rules change. The class may be conducted in a freer way where students are moving from station to station or in discussion groups with other students. The student then leaves the class and goes to the next class. The transition also has a set of rules which are enforced differently by various personnel.

There is also the home situation. When working with low income groups there are many home problems that may make it necessary for a student to miss school more than higher income groups.

All of these plus more, make for a low attendance rate. The absences leads to other problems for the student in school. The

absences lead to failing grades, suspensions, expulsions and dropping out of school.

The most prevalent reason for a failing grade in any class is non-attendance. The reasons for the non-attendance as stated before are lack of relevant content and nothing going on in class.

Also the most common reason for suspensions, expulsions and dropouts is attendance. The administrator is caught in a dilema when trying to solve this problem.

The administrator has alternative actions that can be taken. After he/she has had a personal conference with the student and parent, called the parents, referred the student to the Shop, given the student detention, referred the student to other personnel in and out of the school the only alternative left is suspension and then possibly expulsion. If a student is expelled the student is also considered a dropout. The school district, state and federal education agencies look at the attendance rate, expulsion rate, and dropout rate in making decisions. If you want to increase your attendance rate you can expell all the students who miss over a certain number of days. This action would remove non-attenders from the student population and increase the attendance rate. However, then you face a high number of expulsions and dropouts.

The following statements are based on one assumption, schools are a place for students to learn and grow. All too often we think of ourselves first and our students second. We look for and give our attention to our "best" students and ignore the "poorer" or "problem" students.

The first thing that should be done is to individualize the curriculum to meet the needs of the student. The materials would be developed to meet the students' interest and ability level. This could be carried further to include the school within school concept and flexible scheduling.

Another idea that should be implemented is a comprehensive service to students section. This would include the regular school counselor, nurse and work counselors plus social worker, psychologist, and personnel on loan from various outside agencies for at least one day per week.

A phrase which has become well known is, "education from womb to tomb," should also be implemented. Not in the sense of the present educational system teaching courses to person age 7-18 during the day and 18 and over at night but schools should be open to all persons of any age. People, it is believed, become what they are through their experiences and the examples of people they come in contact with. A student between the age of 7-18 may think twice before dropping out if they saw people who are sitting next to them that are 19 years of age or over. The person 19 and over would be in school striving for a high school education and telling the student who is 16 and considering dropping out, "Look at me. I was out there on the street and now I am back because I found out you need the education to make it."

It has been shown over and over that persons who have the most positive contacts with an agency will support that agency. Why is it then that the very people who vote on the money to support the educational system are the ones who are, for the most part, excluded?

Roosevelt High School is utilized fully about 13% of the year and this is probably a high estimate. The way this was arrived at was by dividing the total number of hours in the year into the number of hours of school for the year. The building was designed for more than the 1,395 students enrolled during the past year. The building is partially utilized for a greater percentage of time because of various activities that occur after school hours. However, full utilization occurs probably 13% of the time or less. Why? Roosevelt has two swimming pools, two gymnasiums, an in-door track plus the industrial arts, home economics, child care center and more. The city is building swimming pools, parks, classrooms. Why? Why not utilize the school gyms and other facilities? Some social agencies are renting rooms to operate outpost, why not rent a room in a school where many of their clients' children are and in some cases their clients are? If this was done the schools could be utilized as they should, as a place of learning and growing.

Many of the non-attenders have problems that need the attention of outside agencies. If these agencies are located in the school immediate attention could be given to the student and attendance, expulsions and dropout problems would be reduced.

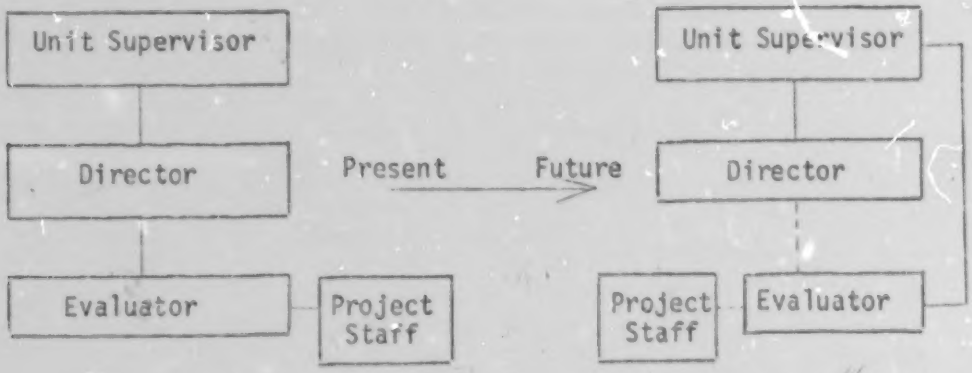
COMMENT ON INTERNAL EVALUATION AND AUDIT

Project Emerge was able to be initated because in 1968 the Congress, concerned over the high number of dropouts, amended the Elementary and Secondary Education Act (ESEA) to include Title VIII Dropout Prevention Projects. A provision for receiving funds through Title VIII was an educational evaluation and audit. The reason for the evaluation and audit was to make projects that were funded more accountable.

The evaluation of Project Emerge, and many other Title VIII projects, is conducted by an on-site or internal evaluator who is hired through project funds and directly responsible to the Project Director. Due to the Evaluator's linkage to the project an outside audit also needed to be conducted. The purpose of the audit is to insure the evaluation is conducted properly and honest reports are submitted.

The possibility of cooptation of an internal evaluator is great. There are few problems when the programs are doing well. You are then everyone's friend. However, when a program is not doing well the pressure to comprimise the "truth" is great. The evaluator has peer pressure applied on him/her and as in any peer group this may effect the objectivity of the evaluator. The longer an evaluator remains on-site with the same project the harder it becomes to be objective. When an evaluator first arrives he/she may notice many things that may be relevant to the evaluation however, over time these things are taken for granted and given.

The problem of cooptation could be diminished by changing the structure of reporting and/or rotation of evaluators. The evaluator is now directly responsible to the Project Director if the evaluator was directly responsible to the next level of management this may lessen the cooptation problem. The following chart illustrates how this may be accomplished.



The evaluator could still be an internal evaluator to the project with salary paid by the project. This may cause a problem of cooperation with project staff however, under the present situation there are minor problems of cooperation with Central Office staff. Another method of reducing cooptation would be to rotate the evaluator. This would be accomplished by paying the evaluator with project funds, however, the evaluator would only remain on duty at the project for a year and then the project would receive another evaluator for the next year from the local educational agency. Continuity could be maintained by the evaluator for the coming year to assist the present evaluator in compiling and reporting findings in the interim and final reports. These two methods coupled together could greatly strengthen the evaluation as long as the evaluator remains on-site.

The need for an on-site evaluator is necessary because of the communication of findings to the project staff. The constant review of progress on goals and objectives allows program modifications to be made immediately to help insure program success.

The auditor is also susceptible to cooptation. Even though the auditor is outside of the program the funds to pay him/her come from the project. An auditor is aware that if a negative report is submitted the possibility of renewal of the audit contract is in jeopardy. This would be true whether the auditor is contracted by the project or the Office of Education. The Office of Education is in competition with other governmental units for funds and negative reports do not assist them in the fight for funds (a report that substantiates that a project is doing poorly in meeting the objectives of the project).

One way to reduce this problem would be to give auditor's contracts for the duration of the project. The Auditor would then submit reports simultaneously to the Project Director, Superintendent of the School District in which the project is operating, State Department, OE Regional Office and Congress's committees on education.

The internal on-site evaluator can be an important addition to any program. If the Evaluator feels that open and honest information can be communicated to the project staff without reprisal the project can benefit greatly. The biggest benefit is to project management who can make modifications to help insure the success of the project. The cost of evaluation is zero if used. This is because through evaluation savings will be realized by more efficient project operations, discontinuance or modification of less successful programs and modification to enhance already successful programs.

CORE STUDENTS

Project Emerge had 142 core students at the beginning of the 1973-74 school year. During the first part of the year 16 students were removed from the core student list. The reasons for removal included transfers to other programs or schools and students who could not be located. The conclusion of the first semester saw the departure of another twenty-four (24) students either into the regular Roosevelt program or transfers to other schools. Also at this time thirteen (13) students entered the Emerge program from other schools or from Roosevelt itself. Therefore, there are 115 core students at the conclusion of the 1973-74 school year. This evaluation will cover these 115 students.

EVALUATION OF OBJECTIVES

The evaluation of an objective consists of five parts: (1) Statement of Objectives; (2) Process for Data Collection and Analysis; (3) Findings; (4) Data Presentation, and (5) Comments. All of the objectives will not contain each of these parts. The following is a brief explanation of these components:

1. Statement of Objective - This is the objective stated as it is contained in project documents.

2. Process for Data Collection and Analysis - This section will be a brief explanation of how the data is gathered and interpreted.

3. Findings - A summary of what can be derived directly from the data gathered through (2) and (4) below.

4. Data Presentation - Presentation of data that can be organized into table form. Not all of the objectives will contain this part.

5. Comments - This section contains findings that have a bearing on the stated objective but not specifically asked for in the objective. Also encompasses any comments the Evaluator feels needs to be made. This would include opinions and conjectures on the part of the Evaluator.

OVERALL AND MANAGEMENT OBJECTIVES

Project Objectives

a. Five Year Overall Objectives

Product Outcomes

IA1. During the five years of Project Emerge's operation at Roosevelt High School, the dropout rate at Roosevelt High School will be reduced from the 1968-69 base year rate of 14.9 to 75% of that rate. That is, it will decrease to 3.7. Baseline data shall be that recorded by the Division of Research of the Dayton Board of Education. School year enrollment shall be figured in terms of the enrollment for the first full week of October.

Process for Data Collection and Analysis

The Research and Evaluation Division of the Department of Management Services, Dayton Board of Education, compiles dropout statistics for all school in the district which is summarized on a computer printout. The printout along with a list of the students' names is forwarded to the Evaluator upon request. The data from these two sources is retabulated and reported herein. The table contains the number and percent by grade level and year.

Findings: The dropout rate has fallen from 14.2% to 10.8% during the five years of Project Emerge's existence.

This is a decrease of 23.9% which indicates that the objective was not attained. However, it is interesting to note that the dropout rate for ninth graders has consistently been below the dropout rate for the total school since the project's inception during the 1969-70 school year. The ninth grade student has been the main focus since its inception.

Data:

DROPOUT RATES FOR ROOSEVELT HIGH SCHOOL: 1968 TO PRESENT*

	1968-69		1969-70		1970-71		1971-72		1972-73		1973-74	
GRADE	NO.	RATE	NO.	RATE	NO.	RATE	NO.	RATE	NO.	RATE	NO.	RATE
S.E.	N/A		29	14.4	14	8.0	6	5.4	8	7.1	16	16.3
9	97	15.6	63	12.6	77	14.7	26	5.6	25	5.6	33	8.5
10	86	19.5	70	16.5	87	18.2	36	8.0	28	7.7	40	11.6
11	57	13.2	53	15.8	58	18.2	38	10.2	27	8.6	38	12.0
12	39	8.4	32	10.7	36	10.9	27	9.2	22	7.1	23	9.3
TOTAL	279	14.2	247	14.0	272	14.9	133	7.8	110	7.1	150	10.8

* The dropout rates for the 1968-69 through 1970-71 period were calculated by the previous evaluator and do not correspond to the official dropout rates released by the Board of Education. The dropout rates for the 1971-72 through 1973-74 period are the official figures released by the Board of Education.

Comment: See Comment on Attendance, Expulsion, Dropouts

IA2. During the five years of Project Emerge's operation at Roosevelt High School the average daily absenteeism of all students will decrease 30% when compared with the 1968-69 school year cumulative percent of daily attendance. All baseline data shall be that computed by the Division of Research, Dayton Board of Education.

Process for Data Collection and Analysis

The same computer printout referred to under objective IA1 is utilized. The percent of attendance is then reported by grade level.

Findings: The 1973-74 school year brought another decrease in attendance. In order for the objective to be met the attendance rate would have had to increase from 85.3% attendance during 1968-69 to 89.7% attendance during 1973-74. However, during the 1973-74 school year the cumulative attendance rate for Roosevelt High School was 77.9%. Therefore, the attendance rate objective was not attained.

Data:

CUMULATIVE ATTENDANCE RATE: 1968 TO PRESENT

GRADE	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
S.E.	81.7	87.4	83.9	71.7	79.2	71.8
9	81.2	82.7	75.6	77.5	77.4	77.1
10	88.9	80.6	72.7	71.1	78.1	77.1
11	85.9	81.4	77.9	75.2	78.1	78.8
12	87.3	87.1	82.3	82.5	82.7	81.5
TOTAL	85.3	83.2	77.3	75.7	78.9	77.9

Comments: See Comment on Attendance, Expulsion, Dropouts

IA3. During the five years of Project Emerge's operation at Roosevelt High School the semester expulsion rate will decline 24% when compared with the 1969-70 base year. Baseline data will be that recorded by the Department of Pupil Personnel. A semester expulsion is one approved by Pupil Personnel for the remainder of a semester.

Process for Data Collection and Analysis

The Department of Student Services, Dayton Board of Education, has records on the number of semester expulsions. The number of semester expulsions for the school is available to the Evaluator upon request and is utilized for this report.

Findings: Over the five years of Project Emerge's existence the number of semester expulsions was reduced by 71.9% or 69 expulsions. The five year objective was met.

Data:

NUMBER OF SEMESTER EXPULSIONS BY YEAR AND SEMESTER

YEAR	FIRST SEMESTER	SECOND SEMESTER	YEAR TOTAL
1969-70	16	80	96
1970-71	43	69	112
1971-72	4	31	35
1972-73	4	15	19
1973-74	3	24	27

Comments: See Comment on Attendance, Expulsion, Dropout

Process Objectives

IB4. All project administrators will participate in a minimum of one training session on proper management procedures for the project prior to opening of school in September, 1973, as shown by the training session agenda and participation sheet.

Process for Data Collection and Analysis

The minutes taken at the training session are utilized. The number attending and content of the training session is then reported on the basis of the minutes.

Findings: The training session was conducted August 28-29, 1973, by an outside consultant. The consultant discussed objectives, time lines, and educational models (Educational Improvement Cycle, Planned Change Computer Model, Achievement Model). The group was led in the development of time lines by the consultant.

Six of the fourteen staff members participated in the training. Two of the three project administrators and four other administrators from the school district took part in the sessions. However, one project administrator was not in attendance due to illness. The objective therefore, is considered met even though the one administrator was not in attendance the absence was valid and unavoidable.

Comments: The delay of the opening of school by one week had an effect on the number of staff participants. This is because the starting date for employment was a week later than expected.

IB4a. Monthly meetings will be held and minutes will be available. These meetings will include at least an administrative staff meeting, Services to Students/ Cooperative Education Component meeting and a total staff meeting.

Process for Data Collection and Analysis

Minutes of component meetings are submitted to the director and evaluator. The number of meetings conducted are calculated by component.

Findings: There were 16 Administrative Staff meetings held during the 1973-74 school year. The meetings were conducted by the Director at least once per month. This segment of the objective was met. There were also 16 total staff meetings held this year and they were scheduled at least once per month. The objective was reached. There were 11 Services to to Students/Cooperative Education Component meetings during the year. However, there were three months without minutes of meetings available. Therefore, this segment of the objectives goes unattained.

IB4b. Each administrative staff member will submit a monthly report to their immediate supervisor within on week of the end of the month.

Process for Data Collection and Analysis

Monthly reports are submitted to the supervisor and copies given to the Evaluator. The number of reports is tabulated by component.

Findings: The monthly reports were submitted as stipulated in the objective.

IB4c. A phase-out plan will be developed and implemented by the Administrative Team.

Process for Data Collection and Analysis

The Director in concert with staff personnel developed a phase-out plan. The Evaluator receives a copy of this and observes whether or not the plan was followed with reasons for non-compliance noted.

Findings: A phase-out plan was developed and the objective was met. The plan included budget closeout, External Educational Audit, reports, inventory disposition, personnel termination and placement, and other activities.

Comments: The plan was followed as close as possible under the circumstances. There were many instances where the plan could not be followed due to a lack of definite answers from the Central Office of the Dayton Board of Education and Office of Education. In many instances the lack of answers was probably due to these two agencies not having definite answers to give.

Product Outcomes

IC5. The dropout rate at Roosevelt High School will be reduced 15% from the 1972-73 rate. Baseline data shall be that recorded by the Division of Research of the Dayton Board of Education and based on the school year enrollment for the first full week of October.

Process for Data Collection and Analysis

Same as IA1.

Findings: The dropout rate for Roosevelt High School was 10.8% for 1973-74. This is an increase of 3.7% percentage points (7.1% in 1972-73 to 10.8% in 1973-74) or a 52.1% increase over the 1972-73 dropout rate. Special Education students had the highest dropout rate followed by Juniors, Sophomores, Seniors and Freshmen in that order. The past three years Freshmen have had the lowest dropout rate of any class (excluding Special Education which Project Emerge has no contact with). The core students of the project are almost exclusively Freshmen. However, the objective went unmet.

Data:

DROPOUT RATES: 1972-1974

YEAR	S.E.	9	10	11	12	TOTAL
1972-73	7.1%	5.6%	7.7%	8.6%	7.1%	7.1%
1973-74	16.3%	8.5%	11.6%	12.0%	9.3%	10.8%

Comments: See Comment on Attendance, Expulsion, Dropouts

IC6. The average daily absenteeism of all students at Roosevelt High School will decrease six percent when compared with the 1972-73 school year cumulative percent of daily attendance. All baseline data shall be that computed by the Division of Research, Dayton Board of Education.

Process for Data Collection and Analysis

Same as IA2.

Findings: The attendance rate during 1972-73 was 78.9% or an absence rate of 21.1%. According to the objective the absence rate would have to decrease to 19.8% during 1973-74 for the objective to be achieved. The objective went unmet because the attendance rate was 77.9% or an absence rate of 22.1%. The seniors had the best attendance and Special Education (S.E.) the worst attendance for 1973-74.

Data:

1972-74 ATTENDANCE RATES BY GRADE

YEAR	S.E.	9	10	11	12	TOTAL
1972-73	79.2	77.4	78.1	78.1	82.7	78.9
1973-74	71.8	77.1	77.1	78.8	81.5	77.9
DIFFERENCE	-7.4	-0.3	-1.0	+0.7	-1.2	-1.0

Comment: See Comment on Attendance, Expulsion, Dropouts

IC7. The semester expulsions rate will decline six percent when compared with the 1972-73 base year. Baseline data will be that recorded by the Department of Pupil Personnel. A semester expulsion is one approved by the Department of Pupil Personnel for the remainder of a semester.

Process for Data Collection and Analysis

Same as IA3

Findings: This year there was an increase of 42.1% in semester expulsions. The actual increase in raw numbers of semester expulsions was eight (19 to 27). There was one less expulsion during the first semester when compard to last year. However, during the second semester there were 9 more than last year. The objective was not attained.

The Project did not have a specific objective written to cover suspensions out of school however, it is felt that this needs to be looked at because of the relationship to this objective. The table that shows the number of expulsions, suspensions and removals is contained under this objective. An expulsion is when a student is removed from school for the remainder of the semester. A suspension is when a student is removed from school for one to ten days. The expulsion and suspensions goes on

the student's record. A removal is for no longer than 72 hours. The purpose of the removal is to remove the student from school for a cooling off period and a time for the student, parent and an administrator to discuss the situation and determine if a suspension is necessary. The removal does not appear on the student's record unless it is determined that a suspension is needed. The removal process was instituted by the Dayton Board of Education in March of this year and will continue next year.

This year there were 212 suspensions as opposed to last year when there were 279 suspensions. This is a reduction of 24%. It appears that the removal process had an impact on suspensions.

Data:

ROOSEVELT HIGH SCHOOL SEMESTER EXPULSIONS BY SEMESTER 1972-74

	1972-73	1973-74
FIRST SEMESTER	4	3
SECOND SEMESTER	15	24
TOTAL	19	27

ROOSEVELT HIGH SCHOOL-EXPULSIONS, SUSPENSIONS, REMOVALS BY MONTH FOR THE 1973-74 SCHOOL YEAR

MONTH	EXPULSIONS	SUSPENSIONS (1-10 day)	REMOVAL (72 hours)
September	-	2	
October	-	18	
November	-	33	
December	3	31	
January	-	45	
February	3	41	
March	14	21	30
April	4	18	93
May	3	3	33
June	-	-	2
TOTAL	27	212	158

Comments: See Comment on Attendance, Expulsion, Dropout

IC8. Sixty percent (60%) of the Project Emerge core students will decrease their records of absenteeism as shown by being absent 10 days or less during each semester of the 1973-74 school year. Absentee data shall be that recorded on cumulative record cards in the attendance office of Roosevelt High School.

Process for Data Collection and Analysis

The school receives a computer printout from the Research and Evaluation Division of the Dayton Board of Education which list the students alphabetically by grade level and the number of days present and absent. The Evaluator uses this to calculate the number and percent of core students meeting the objectives.

Findings: There were 85 students who had data available for both semesters. During the first semester 52.9% were absent 10 days or less. The average number of days absent per student during the first semester was 13.2. During the second semester 47.0% of the students met the objective. Hence, the average number of days absent increased to 18.6. The end of the year 48.1% of the students missed 20 days or less. The mean number of days absent for the year was 31.8. The objective was not met.

There were 73 of the 85 students who also had data available concerning attendance from the previous school year. During 1972-73 these 73 students missed an average of 14.2 days of school and this year these same students missed 29.5 days.

Data:

ABSENTEE DISTRIBUTION BY SEMESTER AND YEAR

# OF DAYS ABSENT	FIRST SEMESTER		SECOND SEMESTER		YEAR	
	#	%	#	%	#	%
0-10	45	52.9	40	47.0	26	30.5
11-20	22	25.8	13	15.2	15	17.6
21-30	9	10.5	13	15.2	7	8.2
31 above	9	10.5	19	22.3	37	43.4

Comments: See Comment on Attendance, Expulstion, Dropout

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IC9. Eighty percent (80%) of the core students will not receive more than four disciplinary referrals during the school year as indicated by the disciplinary file kept by the Assistant Principal

Process for Data Collection and Analysis

The evaluator has access to the disciplinary file kept by the Assistant Principal. Each student who has been referred for a disciplinary removal has a folder in the file. The file is examined to determine how many core students are contained in the file and the number of times referred. The number and percent of core students is then calculated.

Findings: Eighty-seven of the 115 core students did not receive a disciplinary referral. There were no core students who received more than three referrals. The objective was met 100%.

Data:

DISCIPLINARY REFERRALS

No. of Disciplinary Referrals	0	1	2	3	4 or more
No. of Core Students	87	20	7	1	0

Comments: When the objective was written no knowledge of the average number of referrals per student was available. Looking back the number should have been lower.

Process Objectives

IDIO. All components will meet deadlines specified on the time sequence charts. Meeting of the deadlines shall be contained within the monthly reports of each component. The reasons for any variances will be given in writing to the director.

Process for Data Collection and Analysis

The time lines contained in the Revised Continuation Application 1973-74 are checked to see how well to which they are adhered. The reasons for discrepancies will be noted.

Findings: The Administrative Component met all deadlines specified on the time sequence chart. In fact all deadlines were completed before the time specified. The Instructional Component also met all deadlines and in most instances ahead of schedule. There were four areas in which the Services to Students/Cooperative Education Component did not meet deadlines specified on the time sequence chart. The areas were staffing, health screening, home visits and incentive activities. Incentive activities were stiffled because of the energy crisis and subsequent guidelines put forth by the Superintendent. The health screening deadline was not met, however, the deadline for completion was October 1, 1973, which was

only three weeks after school opened. It is evident that this was too ambitious a goal. The home visit deadline was realistic but not met.

This was due to many other duties that the Social Worker and other personnel had to engage in due to the absence of the Coordinator for approximately four months. The Social Worker also spent a great deal of time with the four or five hardest cases at the beginning of the year. It must be said that the component did not meet the objective, however, two major extenuating circumstances, beyond the project's control, the coordinator's absence and the energy crisis, must be taken into consideration when viewing this component.

ID11. The project director, in concert with appropriate support personnel, will involve administrative personnel and staff of participating schools and the Emerge Advisory Council by including them in program adoption and publicity during the last year of operation.

Process for Data Collection and Analysis

Dissemination Sheets are turned into the Director discribing any dissemination activities which staff was involved in for the month. These are examined by the Evaluator and the number of persons and activities are counted. This is coupled with a brief summarization of the activities.

Findings: This year there has been extensive publicity concerning Project Emerge. Every staff member of the project plus administrative personnel and staff of participating schools and Advisory Council members were involved.

The publicity included the following: numerous appearances on WDAO radio station in Dayton; numerous visits by persons from within the district as well as around the country and one from South Africa; a number of presentations by various staff members at such places as, The University of Michigan, University of Dayton, Indiana, Wright State University, ASCD

Conference, IRA Conference, Miami University (Ohio) and to local educational and community groups. The largest endeavor was a two-day workshop/conference held ir Dayton, Ohio cooperatively by Project Emerge and the Dayton Board of Education. The workshop/conference focused on the dropout, expulsion and suspension problem and how to reduce it (See Appendix 1). There were also many publications that contained articles of varying length. They are: Research Conspectus - Project Emerge Reading Lab; Research Conspectus - Project Emerge Shop; Keynotes, published by the Dayton Board of Education; Council-Grams, published by the National Council of Teachers of English; Updating School Board Policies, published by the National School Boards Association; Michigan School Board Journal; Education U.S.A.; Ohio School Board Association Briefcase; ERIC; Reading Newsreport; plus articles in local newspapers.

There were also numerous meetings concerning program adoption. These were held between the Director and various support personnel and various personnel at the Central Office. The objective has been met.

IDlla. The management procedures decided upon through the training session will be followed by all project staff.

Process for Data Collection and Analysis

The minutes of the training session are reviewed to determine what procedures were decided to follow. Then through observation and examination of records it is determined to what extent the procedures were followed.

Findings: During the training sessions it was agreed that all staff would submit time lines. This was accomplished.

Product Outcome

IE12. Members of the Advisory Council will assist in development of program activities, objectives, and make at least two recommendations as shown by the minutes of the Advisory Council meetings.

Process for Data Collection and Analysis

A review of the council minutes, which the Evaluator receives a copy, is made noting the number of persons in attendance, their involvement and recommendations.

Findings: The Advisory Council made recommendations concerning the time of council meetings, budget supplement, involvement of business in the Council, Council members attending conferences and funding for the project. There were also letters written to the Board of Education concerning Project Emerge's adoption. The objective was attained.

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DAYTON BOARD OF EDUCATION PRESENTATION
April 25, 1974

Project Emerge, seeks to lower the dropout rate at Roosevelt High School. In order to make a significant impact on the dropout rate, project objectives were established on the basis of what is known concerning the characteristics of students with a tendency to drop out of school and on the basis of sixty interviews with students and school personnel. Students who drop out of school generally have poorer reading skills; a greater number of personality, social, and health disabilities; more difficulty in adjusting to the structure of the school: and more difficulty in relating the relevance of school life and the world of work than their counter parts who do not drop out. Accordingly the objectives of the project aimed at dealing with these kinds of student problems. The assumption, of course, being that if these problems are successfully removed, the tendency of the student to drop out of school would be significantly reduced.

Potential dropouts receive individualized instruction in reading, job training, placement, job counseling and supervision, health, counseling, child-care and social services.

Project Emerge has been evaluated, and is judged to be promising in showing potential for producing even more effective results. This program is capable of benefiting more students in other educational settings. It has identified problems, failures,

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and successes in working with the potential dropout student..

As chairman of Project Emerge Advisory Council, I would like to review some of the highlights of the educational program and practices.

1. National attention of the In-School Suspension Room called the Shop. Education U.S.A. article of February 1974 and the Michigan School Board Journal, March 197-.
2. Presentation made by project staff members at the National Association of Supervisors and Curriculum Development conferences in Anaheim about curriculum efforts.
3. Dayton Project Emerge has been chosen as one of the three national projects receiving a dissemination grant for the 74-75 school year.
4. The dropout rate in 1969-70 school year was 14.9 and in 1972-73 it has been reduced to 7.1.
5. Student achievement in the Emerge laboratories at MacFarlane Middle and Roosevelt have shown great gains.
6. The parent advisory council is a functioning body supporting the Emerge Staff.
7. The Dayton Board of Education and Project Emerge will sponsor a Conference Workshop concerning the Reduction of Dropouts, Expulsions and Suspensions.

Respectfully submitted,

Fannie Cooley

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Title VIII Dropout Prevention Program *Funded by H.E.W. Office of Education*

2013 West Third Street *Dayton, Ohio 45417* *513-268-6841*

P R O J E C T E M E R G E

February 14, 1974

To the Superintendent and Board Members of the Dayton Public Schools:

The Advisory Council of Project Emerge is well aware that the program will phase out as of June 30, 1974.

You the Board, being an elected school representative will carry out your moral responsibility in phasing in the program and staff members in the 74-75 school year budget.

We are sure that you will support our Director, Mrs. Gladys Moses, in her efforts to carry out her obligations and responsibilities.

Sincerely,

Fannie Cooley

(Mrs.) Fannie Cooley, Chairman
Advisory Council

FC:erm

Process Objective

IF13. The Advisory Council will receive information concerning the budget, operations, and planning from the project director at least six times annually as demonstrated by minutes of Council meetings.

Process for Data Collection and Analysis

The Evaluator receives minutes of the Council meetings. These are examined to see if information concerning budget, operation and plans are transmitted to the council.

Findings; There were monthly Advisory Council meetings held from October through May. There were nine meetings conducted where the Advisory Council received information on all phases of the project. The objective was met.

INSTRUCTIONAL OBJECTIVES

Performance Objectives

a. Product Outcomes

IIA1. Sixty percent (60%) of the core students in the reading classes for at least one quarter will show an increase in reading skills as demonstrated by a proportional measure of 1.2 grade level in reading on the Nelson Silent Reading Test. Test will be administered and scored by the Reading Specialist with results distributed to the Evaluator and teachers.

Process for Data Collection and Analysis

The Reading Specialist adminsters the Nelson Silent Reading Test pretest during the last week in September and the post test is administered to students who are leaving at the end of the first semester during mid-January and to the students who remain for the full year during the end of May. The test are scored and recorded by the Reading Specialist. A sample of the test are examined by the Evaluator to check the accuracy of scoring and recording. The information is then sent to the Evaluator. The grade level equivalency is used to compute pre and post test mean scores, mean gain, number and percent of students attaining the objective, and changes in the distribution of grade levels among those students who took both the pre and post test.

Findings: There were 49.5% of the students who met the 1.2 grade level increase objective. Sixty-eight and seven tenth percent of the students gained at least one grade level. The average grade level gain was approximately 1.0. The mean grade level on the pre test was 4.3 and 5.3 on the post test. However, when the proportional measure is taken into consideration the objective was met even though the increase was not 1.2 grade level.

Data:

GRADE LEVEL CHANGE

GRADE LEVEL CHANGE	# OF STUDENTS	% OF STUDENTS
2.0 or greater	7	7.1
1.2 to 1.9	42	42.4
0.0 to 1.1	43	43.4
below 0	7	7.1
TOTAL	99	100.0%

DISTRIBUTION OF STUDENTS READING LEVEL

GRADE LEVEL	# STUDENTS PRE LEVEL	% STUDENTS	# STUDENTS POST LEVEL	% STUDENTS
9.0-above	1	1.0	-	-
8.0-8.9	-	--	1	1.0
7.0-7.9	-	--	11	11.1
6.0-6.9	5	5.1	24	24.2
5.0-5.9	28	28.2	28	28.2
4.0-4.9	25	25.2	20	20.2
3.0-3.9	26	26.2	7	7.1
2.0-2.9	14	14.1	8	8.0
TOTAL	99	99.8%	99	99.8%

Comments: It is the view of the evaluator that all core students should have been in the Reading Lab for a full year. However, for various reasons this was not done and the results, although good, could possibly have been better. See also Comment on on Attendance, Expulsion, Dropout.

IIA2. Sixty percent (60%) of the Communication Skills students will improve their communication skills during the 1973-74 school year as shown by successful completion of performance objectives as set forth by the teacher. Successful completion is measured by a passing grade of 'C' or above.

Process for Data Collection and Analysis

The teacher fills out a term report at the completion of every nine weeks. The distribution of grades is then computed to see if the objective was met.

Findings: Four teachers were encompassed by this objective. The figures herein are based on year end totals only. Overall 170 of 466 (36.5%) students received a 'C' or better and 296 of 466 (63.5%) received a 'D' or 'F'. Teacher 1 gave 21.6% of the students a 'C' or better; Teacher 2 gave 52.6% of the students a 'C' or better; Teacher 3 gave 31.0% of the students a 'C' or better; and Teacher 4 gave 39.9% of the students a 'C' or better. Obviously the objective was not attained.

Data:

GRADE DISTRIBUTION

TEACHER	A		B		C		D		F		TOTAL	C or BETTER	
	#	%	#	%	#	%	#	%	#	%	#	#	%
1	2	1.8	5	4.5	17	15.3	40	36.0	47	42.3	111	24	21.6
2	4	3.5	25	21.9	31	27.2	22	19.3	32	28.1	114	60	52.6
3	2	1.8	14	12.4	19	16.8	35	31.0	43	38.0	113	35	31.0
4	2	1.6	22	17.2	27	21.1	36	28.1	41	32.0	128	51	39.9
TOTAL	10	2.1	66	14.2	94	20.2	133	28.5	163	35.0	466	170	36.5

Comments: See Comment on Attendance, Expulsions, Dropout

IIA3. Eighty percent (80%) of the students participating in the Occupational Exploration Program will develop written discriptions relating students preferred vocaticnal clusters to necessary education and/or training, including apprentice requirements, as shown by the student folders.

Process for Data Collection and Anlaysis

The students write discriptions which are placed in their notebooks. The Evaluator then examines the notebooks and calculates the number and percent of students who completed the written discription.

Findings: There were 52 core students enrolled in the Occupational Exploration Program during the second semester. Thirty-eight students had written a discription available at the time of the review of this objective. This is 73.0% of the students who had written discriptions available. Therefore, the objective was not met.

Process Objectives

IIB4. Reading Specialist and Reading Intern teachers will engage in cooperative planning one time per week as shown by the Learning Coordinator's records.

Process for Data Collection and Analysis

The original plan was for a formalized reporting system to be implemented in order to measure the objective. However, due to schedule problems the planning sessions had to be less formal and the system could not be realistically used. Therefore, the observations made by the Evaluator during the course of the year is now used as documentation for this objective.

Findings: Only through observations was it determined that planning was occurring. The Reading Lab was visited almost daily by either the Director or Evaluator. During these visits it was found that there was on-going planning i.e. daily. This was possible because there were two Reading Specialists and two aides in the classroom. The two aides in the classroom made it possible for the two specialists to plan during class time, if necessary, while the aides worked with the students.

IIB5. Core students will be placed at the appropriate level in the reading materials as indicated by the placement test for those materials.

Process for Data Collection and Analysis

The Reading Specialist administers the placement test and records the score and the level at which the student is placed in the materials. The score and placement level is then recorded and forwarded to the Evaluator. These records are then checked for what the Evaluator feels may be inappropriate placement. If there are any questions about the placement the Reading Specialist is then questioned about them.

Findings: According to the scores on placement test the students were placed appropriately in materials. There was data available on seventy-eight of the Reading Lab students.

Data:

PLACEMENT LEVEL OF STUDENTS*

RAW SCORE	UNIT OF PLACEMENT	RAW SCORE	UNIT OF PLACEMENT
22	2.0 (I)	24	2.0 (I)
22	2.0 (I)	27	2.0 (I)
32	3.0 (II)	28	2.0 (I)
17	2.0 (I)	22	2.0 (I)
27	2.0 (I)	27	2.0 (I)
24	2.0 (I)	23	2.0 (I)
28	2.0 (I)	28	2.0 (I)
27	2.0 (I)	20	2.0 (I)
26	2.0 (I)	28	2.0 (I)
25	2.0 (I)	22	2.0 (I)
25	2.0 (I)	22	2.0 (I)
26	2.0 (I)	25	2.0 (I)
26	2.0 (I)	24	2.0 (I)
22	2.0 (I)	19	2.0 (I)
25	2.0 (I)	31	3.0 (II)
30	3.0 (II)	27	2.0 (I)
24	2.0 (I)	26	2.0 (I)
22	2.0 (I)	21	2.0 (I)
19	2.0 (I)	20	2.0 (I)
23	2.0 (I)	26	2.0 (I)
27	2.0 (I)	24	2.0 (I)
24	2.0 (I)	19	2.0 (I)
25	2.0 (I)	25	2.0 (I)
27	2.0 (I)	17	2.0 (I)
27	2.0 (I)	20	2.0 (I)
23	2.0 (I)	29	2.0 (I)
20	2.0 (I)	27	2.0 (I)
22	2.0 (I)	29	2.0 (I)
23	2.0 (I)	22	2.0 (I)
24	2.0 (I)	24	2.0 (I)
18	2.0 (I)	27	2.0 (I)
20	2.0 (I)	23	2.0 (I)

PLACEMENT LEVEL OF STUDENTS* (cont.)

RAW SCORE	UNIT OF PLACEMENT	RAW SCORE	UNIT OF PLACEMENT
28	2.0 (I)	21	2.0 (I)
22	2.0 (I)	25	2.0 (I)
23	2.0 (I)	23	2.0 (I)
23	2.0 (I)	23	2.0 (I)
29	2.0 (I)	27	2.0 (I)
26	2.0 (I)	29	2.0 (II)
23	2.0 (I)	22	2.0 (I)

* The I or II correspond to the unit of materials in which the student was placed according to the score obtained on the placement test. A score of 0-28 means a student would be placed in the second story of Unit I. A score of 29-31 would begin in the first story of Unit II.

IIB6. The students participating in the Occupational Exploration Program will complete the Ohio Vocational Interest Survey Scale Student Report Form and A Self Assessment Report related to occupational exploration and educational and vocational planning. The self-assessment report will be kept in the student's individual file and judged satisfactory by the Evaluator and Consultant.

Process for Data Collection and Anlaysis

The OVIS is administered by the teacher and scored by computer. The results are then placed in student folders. These are checked to see how many have completed the survey. The number and percent completed are then calculated.

Findings: Fifty of fifty-two students (96.1%) completed the OVIS during the second semester. The objective was accomplished.

Comments: No assesssment of how the results from the OVIS was utilized was made. Therefore, it is unknown whether or not the written discriptions correlated with the OVIS.

IIC8. Communication Skills and Basic Mathematics teachers will develop terminal objectives and student objectives pertaining to their curriculum area to cover the first quarter of school as measured by the Department Chairman and Consultant.

Process for Data Collection and Analysis

The participating teachers developed the objectives and submitted them to the Director who forwards a copy to the Evaluator after they have been reviewed by the Department Chairman. The number of teachers meeting the objective is then calcualted.

Findings: Terminal and student objectives were developed by all participating teachers to cover the first nine weeks of school. The objective has been met.

Comments: This has become part of the total school. Teachers are developing and administering pre and post test for each semester. They are also required to submit goals and objectives to the Department Chairman for each semester.

IIC9. Twelve Roosevelt High School ninth grade teachers and one ninth grade counselor will utilize resources provided by Dayton businesses, industries, social agencies and educational institutions with their students as documented by a written diary of activities kept by the Occupational Exploration teacher and submitted to the Evaluator.

Process for Data Collection and Analysis

The diary of activities was not instituted and instead verbal reports are made to the Evaluator upon request. The number of persons utilizing resources is then tabulated.

Findings: The first semester four persons utilized resources and twelve people the second semester. One teacher made use of the resources both semesters. Eleven teachers, one counselor (ninth grade), one person from the Shop, one counseling worker, and one probation officer utilized resources. It is felt the objective has been met, although eleven not twelve ninth grade teachers used the resources.

Process Outcomes

IID10. Consultant(s) for the Math and Occupational Exploration classes will make on-site visits an average of once per two week period as shown by monthly reports submitted by the consultant(s).

Process for Data Collection and Analysis

The consultants submit monthly reports to the bookkeeper, to which the Evaluator has access. The number of on-site visits are counted and divided by the number of weeks in the school year.

Findings: The 1973-74 school year was comprised of 38 weeks. The Occupational Exploration Consultant made 57 on-site visits. The on-site visits average approximately 2.5 hours per visit. The Consultant made an average of three on-site visits per two week period.

The Math Consultant made 37 on-site visits during 1973-74. The Consultant averaged approximately 2.5 hours per on-site visit. Per two-week period the Consultant was on-site an average of twice. The objective was met.

IIDll. Ninth and tenth grade Communication Skills and Basic Mathematics teachers will preview at least fifty percent (50%) of new and existing materials at Roosevelt High School in their curriculum area as measured by a checklist of materials developed by the Curriculum Supervisor and Consultant and completed by the teacher.

Process for Data Collection and Analysis

The teacher checked out materials through the project to preview. These were compiled on a Preview Checklist. The checklist is then reviewed by the Evaluator calculating the number of teachers and pieces of material previewed.

Findings: Two-hundred and six of two-hundred and thirty-five listed pieces of material were previewed by various teachers. The objective was met.

IID12. The Occupational Exploration teacher, aide or consultant will demonstrate specific techniques and materials for promoting occupational awareness with all ninth grade teachers as shown by a checklist and teacher signature verification.

Process for Data Collection and Analysis

The person who demonstrated the techniques and materials to teachers submitted a report to the Evaluator. The number and percent of teachers present for the demonstration is then calculated from the report.

Findings: Thirty-six of 68 faculty attended workshops conducted by the consultant on March 4, 5, 11, and 19, 1974. The Consultant discussed materials available to the teachers and how these could be utilized in their area of teaching. However, the objective was not achieved.

SERVICES TO STUDENTS/COOPERATIVE EDUCATION OBJECTIVES

Performance Objectives

a. Product Outcome

IIIA1. Twenty of the students eligible for health services will have appointments scheduled and keep them as shown by the individual records kept by the Social Worker. They will be eligible if they meet the financial need criteria and their parents or legal guardians have consented to such services.

Process for Data Collection and Analysis

The Social Worker and Coordinator keep records of those students referred for medical service and whether or not these students keep their appointments. A copy of these records are available to the Evaluator upon request. The Evaluator also examines the bookkeeper's records for medical bills paid by the project. The number of students receiving service is then calculated.

Findings: When the Social Worker made a home visit the students in need of medical care were given priority. The students' medical needs were discussed and a determination of how the needs could be met was then decided. There were approximately 43% of the parents who had medical cards and these were used to have the necessary work done.

Approximately 24% of the families had an income that was above the level to receive Aid for Dependent Children (ADC) but below the poverty level. It was determined cooperatively, between parents and Social Worker, in 17 cases that the assistance of the project was necessary to have the medical needs of the student met. At the conclusion of this year twelve students had their medical needs met through project funds. Two of these students were core students who had work begun last year but not completed until this year. One student was in the Summer Orientation Program this year and the medical needs were taken care of at that time. However, the objective was not met.

IIIA2. Ninty percent (90%) of the Work Experience students will develop proper work skills and job attitudes as shown by a satisfactory rating on the Supervisor's Rating Scale completed once every ter weeks after the students starts work by the job supervisor.

Process for Data Collection and Analysis

The Work Counselor distributes the Rating Scale to students who take them to their job supervisor who completes them and returns them to their work Counselor. The Work Counselor then records this on their form and files the Rating Scale in the students' folders. The number and percent of students receiving a satisfactory rating is calcualted.

Findings: One-hundred and sixty-seven of the 191 work students were rated according to the objective. Twenty of the twenty-two students not rated did not have to be rated. Therefore, two students who were not rated should have been. Satisfactory ratings were earned by 167 of 169 (98.8%) students. The objective was met.

Data:

WORK STUDENT RATINGS

CATEGORY	COUNSELOR A	COUNSELOR B	TOTAL
SATISFACTORY	108	59	167
UNSATISFACTORY	1	1	2
NOT RATED	21	1	22
TOTAL	130	61	191

IIIA3. The "Shop" will modify referred students' behavior satisfactorily as shown by a 75% satisfactory rating on the "Shop" survey. The survey will be completed by Roosevelt High School faculty and administrators that have referred students.

Process for Data Collection and Analysis

The Shop personnel submit a monthly report to the Evaluator. The report contains the name of the student referred, grade level, reason referred, who the student was referred by, and date of referral. At completion of the quarter each person who referred a student is sent a Shop Evaluation Form by the Evaluator. The person then responds to the effect the Shop had on the referred students' behavior. The percent rated satisfactory is calculated from the forms returned. The monthly reports are also utilized to compile a list of students referred and the number of times referred to determine the extent of recividism.

Findings: During the 1973-74 school year 691 referrals were made to the Shop. This encompassed 414 students. A satisfactory rating (very helpful, somewhat helpful) was indicated for 266 of the 319 students evaluated or 83.3%. Fifty-three students (16.6%) were felt not to be helped by being in the Shop. All of the surveys distributed

were returned however, 31 students (8.9%) were not evaluated for various reasons.

Two hundred and fifty-five of the 414 students (61.6%) were referred to the Shop once, 90 students (21.7%) were referred twice and 69 students (16.7%) were referred three or more times. This is an average of 1.7 referrals per student.

Comments: This program has received national recognition. Through a paragraph in "Education U.S.A." and another paragraph in the "Michigan School Board Journal", and other publications. There have been inquiries from across the nation on this program.

The personnel in the Shop have conducted group sessions in classrooms for various teachers. They have also assisted teachers in developing methods to utilize in their classes to reduce the number of student problems.

NUMBER OF REFERRALS BY MONTH AND SEX

MONTH	NO. OF REFERRALS	MALE	FEMALE
September	4	4	-
October	85	52	33
November	99	52	47
December	60	34	26
January	186	110	76
February	51	32	19
March	84	50	34
April	60	29	31
May	62	41	21
TOTAL	691	404	287

RECIDIVISM OF STUDENTS REFERRED TO THE SHOP

NO. OF TIMES REFERRED	NO. OF STUDENTS	% OF STUDENTS
1	255	61.6
2	90	21.7
3	41	9.9
4	19	4.6
5	5	1.2
6	1	.2
7	1	.2
8	1	.2
9		-
10	1	.2
TOTAL	414	99.8

CATEGORY	NO. OF STUDENTS	% OF THOSE EVALUATED	% OF TOTAL STUDENTS
VERY HELPFUL	114	35.7	32.6
SOMEWHAT HELPFUL	152	47.6	43.4
NO HELP	53	16.6	15.1
SOMEWHAT HARMFUL	-	-	-
VERY HARMFUL	-	-	-
SUBTOTAL	319	99.9	
NO RESPONSE	31		8.9
TOTAL	350		100.0

b. Process Objectives

IIIB4. The core students will be counseled individually at least twice per academic year by the counselor or guidance worker as shown on forms developed for such use by the Dayton Board of Education or the Coordinator.

Process for Data Collection and Analysis

The Counselor and Counselor Worker complete the Individual Counseling Form which is a list of core students. They record the date on which they counseled the student. The students scheduled forms for next year were also examined. This data is compiled by the Evaluator and the number and percent of students counseled is calculated.

Findings: There were 115 core students, however, one of these students was in the tenth grade and was counseled by the tenth grade counselor and not the Emerge Counselor Therefore, there were 114 core students contained under this objective. Twelve of the 114 students entered the program at the beginning or during the second semester and needed to be counseled at least once. One-hundred and five of 114 students were counseled according to the objective. There were 450 recorded individual counseling sessions conducted during the year for an average of approximately four sessions per student. The objective was not attained.

Data:

INDIVIDUAL COUNSELING SESSIONS

No. of Individual Sessions	0	1	2	3	4	5	6 or more
No. of Students	4	8	18	29	18	12	25

IIIB5. To aid in orienting parents and solving problems the core students will be visited at home at least once per academic school year as shown by the social worker's record.

Process for Data Collection and Analysis

The Social Worker puts the dates of the home visits on a Home Visits-Core Student Form and submits this to the Evaluator. The information is compiled by the Evaluator and the number and percent of home visits is calculated.

Findings: One-hundred and fourteen of 115 core students' homes were visited by the Social Worker this year. There were also 495 contacts made with students, 421 contact made with parents, 381 contacts made with various school personnel concerning students and 98 contacts with outside agencies in an attempt to have the needs of students met. The contacts include person to person and by telephone. This is only a summary of recorded contacts, therefore, the figures are depleted somewhat. It is felt that the objective was amply met.

Data:

SOCIAL WORKER CONTACTS

Student-School	342	School Staff-Teacher	157
Home	151	Counselor	77
Other	2	Services to Students Coordinator	19
Total	495	Nurse	11
Parent-School	22	Psychologist	1
Home	398	Assistant Principal	31
Other	1	Visiting Teacher	16
Total	421	Conference	4
Outside Agency	98	Other	65
		Total	381
GRAND TOTAL			1,395

IIIB7. All core students will receive screening for medical, dental and optical services from the nurse as shown by the nurse's records.

Process for Data Collection and Analysis

The nurse compiled a list of students who were screened and forwarded a copy to the Evaluator. The number and percent of students screened is then calculated.

Findings: One-hundred and five of 115 students received medical screening through the school nurse. Eight of the ten students who were not screened entered the program at the beginning of the second semester or later. The other two students had severe attendance problems. However, the objective went unmet. Twenty-four of the one-hundred and five students exhibited no medical problems at the time of screening. Seventy-three of the 81 students needing some medical care indicated a need for dental work. Twenty-three needed optical attention. Fifteen of the students needed multiple care.

IIIB8. The students identified in the Reading Lab and/or Occupational Exploration Lab at Roosevelt High School will meet one period per week for group guidance sessions with the guidance worker, counselor or the social worker at Roosevelt as shown by their records.

Process for Data Collection and Analysis

The person conducting the group session submits a Group Counseling Form to the Evaluator. The form contains where the session was held, what was done in the session, and how many students were in attendance. This is tabulated as to the number of sessions and students.

Findings: Group sessions began on October 5, 1973. Since then 27 days have been utilized as group counseling days and 136 group sessions occurred on these days. Approximately ten students participated in each group session. During April and the first week in May scheduling for next year was conducted. Thus, individual counseling took priority and not as many group sessions occurred.

The activities ranged from movies followed by discussions to games to build self-awareness, cooperation, trust, communication skills, value clarification and decision making. The objective was met.

Data:

GROUP SESSION SUMMARY

Date of Group Session	#of Students	#of Sessions	Course*
October 5, 1973	35	4	OE
October 12, 1973	43	5	OE
October 19, 1973	45	5	OE
October 26, 1973 - Professional Meeting Day			
November 2, 1973	41	5	OE
November 9, 1973	71	6	RL
November 16, 1973	38	5	OE
November 23, 1973 - Thanksgiving Vacation			
November 30, 1973	60	6	RL
December 7, 1973	41	5	OE
December 14, 1973	62	6	RL
December 21, 1973	76	4	RL&OE
December 24, 1973 - January 1, 1974 - Holiday Recess			
January 4, 1974	37	5	OE
January 9, 1974	102	6	RL&OE
January 18, 1974	74	5	RL
February 8, 1974	42	5	OE
March 1, 1974	49	5	RL
March 4, 1974	43	5	RL
March 5, 1974	48	5	OE
March 6, 1974	44	5	OE
March 7, 1974	50	5	RL
March 8, 1974	51	5	RL
March 12, 1974	39	5	OE
March 22, 1974	53	5	RL
April 5, 1974	50	5	OE
April 6 - 14, 1974 - Spring Recess			
May 10, 1974	36	4	RL
May 17, 1974	35	5	OE
May 24, 1974	37	5	RL
June 7, 1974	36	5	RL
Total - 27 days	1338	136	

* RL - Reading Lab, OE - Occupational Exploration

Comments: The counselor has conducted group sessions in classrooms other than the Reading Lab and Occupational Exploration Classes by request of the teachers. He has also conducted workshops for school counselors and other groups of people.

IIIB9. The team will staff 14 students during the first three quarters of school as shown by the Coordinator's records and minutes of the meetings.

Process for Data Collection and Analysis

The team submits a Staffing Report to the Evaluator after a student is staffed. The number of staffing sessions and students staffed is calculated.

Findings: Two students were formally staffed on October 26, 1973, and none have been staffed according to the staffing procedures since then. However, informal staffing did occur and ninteen students were informally staffed.

Comments: The formal staffing that was to be instituted encompassed all student service personnel meeting to discuss what could be done to help the student. The personnel involved in the staffing would include the Services to Students Coordinator, Counselor, Counsel Worker, Work Counselor, Social Worker, Nurse and other personnel that may have a concern in the student. These could include teachers, Visiting Teacher, Psychologist, Probation Officer, Shop Personnel, etc.

The informal staffing was directed by the Coordinator and one big meeting not held. Instead, the Coordinator spoke to staff members individually and in small groups.

Each staff member had specific information to gather and report back to the Coordinator.

IIIB11. The Work Experience staff shall make at least two on-site visits during the year with all supervisors and all students to determine the reason for satisfactory or unsatisfactory progress, and suggest solutions for problems, as shown by individual student files.

Process for Data Collection and Analysis

The Work Experience Staff completes a form indicating the students' name, grade level, place of employment, rating, number of weeks working and number of on-site visits made. This is turned into the Evaluator who calculates the number and percent of visitations. Two site visits are to be made if the student works more than twenty weeks, one site visit for eleven to twenty weeks and the students working ten weeks or less optional (depending upon the situation).

Findings: One hundred and eighty-five of the 191 work students had on-site visits made as required. When this objective is viewed in conjunction with objective IIIA2 (satisfactory ratings) it could be said that the objective was met. However, if a strict interpretation of the objective is used then it was not attained.

Data: On-Site Visits According to Weeks Worked

	NUMBER OF ON-SITE VISITS				
WEEKS WORKED	0	1	2	3 or more	TOTAL
0-10	30	13	0	0	43
11-20	4	56	19	7	86
21 and over	0	2	60	0	62
TOTAL	34	71	79	7	191

IIIC13. The students in the FOP (Freshman Orientation Program) will gain an adequate understanding of Roosevelt and Emerge programs and services during the program as shown by correctly answering 70% of the itmes on a questionnaire developed by the Coordinator and Evaluator.

Findings: Fifty-five of the 123 participants completed the questionnaire. Seventy percent or more of these students felt they gained an adequate understanding about the school rules and concerning attendance, tardiness, class cutting and manners in school. However, only 64% felt they understood rules concerning report cards. Seventy-five percent of the students responded positively concerning the information disseminated about the school's sports activities. Many (49%) felt they did not receive enough information about school clubs. Seventy-five percent of the students knew who to contact about medical problems, 68% knew where to go for tardy slips, these were the most well known of the matching section of the survey. The response of the students was very positive concerning the size of the groups (89%), the tour of the building (89%) and the week being helpful (96%).

Areas that appeared not to be covered adequately were: report cards, school clubs, schedule change, tickets for football games, who to see about school problems, and who to see about getting a job or job related problems. Less than 60% of the students responded in a positive manner in these areas.

Data:

STUDENT OPINION OF THE WEEK

Please answer the following questions honestly. Do not give your name.

		% of Positive Response
1.	School Rules	
	Did you understand the rules about:	
	a. attendance	91%
	b. tardiness	80%
	c. class cutting	84%
	d. report cards	64%
	e. manners in school	78%
2.	School Activities	
	Did you get enough information about:	
	a. school clubs	51%
	b. sports	75%
3.	Who would you contact for:	
	a. schedule change	40%
	b. medical problems	76%
	c. information on Black People	68%
	d. tardy slips	60%
	e. getting your tickets for a football game	36%
	f. someone to talk to about your school problems	44%
	g. getting a job or job related problems	16%
	h. getting into the choir, band, football team, fencing, gymnastices, marching groups, etc.	46%
4.	Did you like the size of your group?	89%
5.	Was the tour of the building helpful?	89%
6.	Did you find this week helpful?	96%

Product Outcome

IIID14. Through a FOP the students attending will make personal contact with the Services to Students/ Cooperative Education personnel and community citizens. This will be documented by Orientation records which demonstrate that all students had an opportunity to meet the personnel mentioned above for periods of at least two hours in groups of 30 or less.

Findings: There were 217 students picked to participate in the Freshmen Orientation Program. One-hundred and nineteen or 55% of these attended the program. The program was a week long and repeated for four weeks. The final week only 10 of 44 students attended for a 22% attendance rate. The first three weeks 109 of 173 attended for a 63% attendance rate. The students who attended had the opportunity to meet the personnel specified in the objective. The objective was met.

Data:

WEEKLY BREAKDOWN OF SUMMER ORIENTATION PARTICIPATION

WEEK	PRESENT	DIDN'T SHOW	FOE*	CAN'T LOCATE	WORKING	OTHER	TOTAL	PERCENTAGE ATTENDING
1st	39	2	9	3	1	2	56	69%
2nd	36	3	9	3	3	7	61	59%
3rd	34	2	3	6	6	5	56	60%
4th	10	27	7				44	22%
TOTAL	119	34	28	12	10	14	217	
% in Category	55%	16%	13%	6%	5%	6%		

* FOE is Freedom of Enrollment

PROJECT EMERGE
SUMMER ORIENTATION
JULY 5 - AUG 2, 1973
ROOSEVELT HIGH SCHOOL

9:00-10:00 ----- Acquaintance Hour - Student Lounge
Project Emerge Film, Game

10:05-11:00 -----Group I - Room 347A - Mini Course (Social Security
Group II - Room 347 B - Rules and Regulations of Roosevelt High School
Group III - Room 29 - Identification of terms and people used at Roosevelt High School

11:05-11:20 -----Break Time

11:20-12:20 -----Group I - Room 29; Group II - Room 347A; Group III - 347B

9:00-9:30 ------ Social Hour

9:35-10:35 ----- Group I - Room 347B; Group II - Room 29; Group III - Room 347A

10:40-10:45 ---- Break

10:50-11:15 ---- Group I, Tour Ground Floor; Group II, Tour First Floor; Group III, Tour Second Floor

11:15-11:30 ---- Group I, Tour First Floor; Group II, Tour Second Floor; Group III, Tour Ground Floor

11:30-11:45 ---- Group I, Tour Second Floor; Group II, Tour Ground Floor; Group III, Tour First Floor

11:45-11:55 ---- Break

12:00-12:20------Group Session with Nurse, Room 347A

9:00-9:30 ------ Social Time

9:30-10:30 ----- Extra Curricular Activities at Roosevelt, Room 347A

10:35-11:30 ---- Group Sessions with Nurse, Room 347A

11:30-11:45 ---- Break

11:50-12:30 ---- Mini Course (Applications) Room 347A, or to be announced

9:00-10:00 ----- Social Hour (Recall Game)

10:05-11:30 ---- Work Counselor's Session, Student Lounge

Testing and Free Time

Comments: The attendance fell off sharply the last week of the program. This was mainly because these students were not contacted as often as the students during the first three weeks. The students who did not show during the first three weeks were rescheduled into another week. The last week this rescheduling could not be done. Since the Social Worker was tied up visiting the homes of students scheduled during the first three weeks no student's home was visited who was scheduled in the fourth week.

A way to alleviate the problem of low attendance during the final week would be not to schedule students initially during the final week. Then as students cannot make it during their regularly scheduled time rescheduled them into the final week.

Appendix 1

May 30 - 31, 1974

Conference/Workshop on Dropouts, Expulsions, and Suspensions

Project Emerge, in conjunction with the Dayton Board of Education, held a two-day conference/workshop on dropouts, expulsions, and suspensions. There were 81 persons who participated in some aspect of the conference (either as a presentor or participant). There were 40 persons who attended the conference from throughout Ohio plus Detroit and Baldwin, Michigan; Englewood, Colorado; Chicago, Illinois; Evansville, Indiana; Washington, D.C.; Oklahoma City, Oklahoma. These people spent the first day listening and interacting in presentations on Project Emerge, Shop, Alternative Learning Center, Student Action Centers, Roosevelt Child Care Center and Student Perspectives. That evening a banquet was held and Dr. Sam Kavruck, National Coordinator for Dropout Prevention Programs, U. S. Office of Education, was the main speaker. The second day 40 persons visited the places that presentations were made on during the first day and attended workshop sessions in the afternoon.

Sixteen of the 40 persons returned the evaluation forms which were distributed at the beginning of the conference. The following is a summary of the evaluation.

Title VIII Dropout Prevention Program *Funded by H.E.W. Office of Education*

2013 West Third Street *Dayton, Ohio 45417* *513-268-6841*

PROJECT EMERGE

CONFERENCE EVALUATION
MAY 30 & 31, 1974

Please take a minute to complete this form. It will help us plan for future conferences. Thank you for your time and consideration in advance.

(Please check appropriate response)

1. Which presentation was most enjoyable to you?
   Student Perspective 9 ; Project Emerge 6 ; Alternative Learning Center 2;
   Student Action Center - ; Shop 1 ; Child Care Center -

2. Which presentation was most informative to you?
   Student Perspective 3 ; Project Emerge 6 ; Alternative Learning Center 5 ;
   Student Action Center - ; Shop 2 ; Child Care Center 1

3. Were the presentations: Too long 3 ; Just right 11 ; Too short 1

4. Were the visitations beneficial? Yes 13 ; No 1

5. Were the visitations: Too long - ; Just right 11; Too short 3

6. Were the workshop sessions beneficial? Yes 10 ; No 1

7. Were the workshop sessions: Too long - ; Just right 7 ; Too short 3

8. Did the information you received prior to the conference accurately portray what occurred? Yes 15 ; No 1

9. Did the information you received prior to the conference meet your needs? Yes 14 ; No 2

10. Would you have attended this conference knowing what you know now about the conference? Yes 16; No -

11. COMMENTS:

See attached sheet. (Conference Comments)

Conference Comments

1. Best conference I've ever been to - "right on!!" One recommendation: Have the students have more information about the areas.
2. This has been the most exciting and beneficial workshop I have attended in my six years in education. I strongly urge publication of your ideas and philosophy so more people will benefit from your work.
3. The conference was well organized and presented. It was unfortunate that other groups were unable to stay the entire day.
4. Appreciate the opportunity to attend and the information you shared. Thank you.
5. I liked what I saw and heard but it will be difficult for me to put any of this to use since funds are limited to nil.
6. Very good.
7. Banquet not up to par.
8. Interesting experience.
9. I was disappointed that my school district was not represented from the secondary schools. Would it be possible to have a mini workshop concerning several of the topics (Shop, Alternative School, Reading Lab) presented to our guidance and administrative staff during the 1974-75 school year.

Title VIII Dropout Prevention Program *Funded by H.E.W. Office of Education*

2013 West Third Street *Dayton, Ohio 45417* *513-268-6841*

P R O J E C T E M E R G E

DATE: APRIL 11, 1974

TO: PARTICIPANTS OF MAY 30 and 31 CONFERENCE/WORKSHOP

FROM: JAMES C. CRAWFORD, EVALUATOR, EMERGE

RE: FURTHER DETAILS

The conference/workshop will be held in the Kettering Room at the Mall Motor Inn, 21 So. Jefferson Street, Dayton, Ohio, 45402 (513-223-2151). Following is the schedule for the conference/workshop.

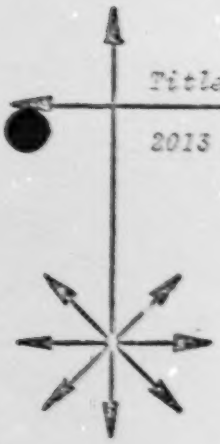
THURSDAY, MAY 30, 1974

Entry and Welcome	9:00 - 9:30
Student Perspective	9:30 -11:00
Project Emerge	11:00 -12:00
Lunch	12:00 - 1:00
Alternative Learning Centers	1:00 - 2:00
Student Action Centers	2:00 - 3:00
Shop	3:00 - 4:00
Child Care Center	4:00 - 5:00

FRIDAY, MAY 31, 1974

Visitations	8:30 -11:30
Lunch	11.30 -12:45
Workshop Sessions	12:45 - 3:00

* Banquet, May 30, 1974, 6 P.M.



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P R O J E C T E M E R G E

VISITATIONS SCHEDULE
MAY 31, 1974
8:30 - 11:35

Mall Motor Inn, 21 South Jefferson - arrive 8:15 a.m. depart 8:30

to

Roosevelt High School, 2013 West Third Street - arrive 8:40 depart 9:50

to

Alternative Learning Center, 301 Lowes Street - arrive 10:05

depart Group A to

Student Action Center, 501 Hickory Street - arrive 10:15

Group B depart 10:35 to

Alternative Learning Center, 301 Lowes Street - arrive 10:45

Group B depart, Group A board - depart 10:45

to

Student Action center, 501 Hickory Street - arrive 10:55

Group A depart 11:15

to

Alternative Learning Center, 301 Lowes Street - arrive 11:25

pick up Group B depart 11:25

to

Mall Motor Inn, 21 South Jefferson - arrive 11:35

The evaluation reinforces the positive comments that were made to various staff members during the conference. It is felt that the conference was a very successful endeavor and should be continued in the coming year.

APPENDIX 2

AUTOMOTIVE PROFESSIONAL TRAINING (APT)

This year the APT program was directed mainly through the building Principal. Objectives were not developed by the Project for this reason. However, the Project did have some responsibility for the program and for this reason a brief evaluation was conducted.

The APT Program was instituted by Project Emerge with Shell Oil Company furnishing the materials and equipment along with training an instructor. The program of study follows the course of study which the instructor took.

This year 93 of the 110 students (84%) received Certificates of Completion at a banquet held on June 11, 1974, at Duff's Cafeteria. The certificates were presented to the students by R.R. Woodworth, District Manager of Shell's Dayton District, J.R. Richert, Shell's territory manager, and J.F. Burkett, Shell's APT Program Coordinator. The certificates were earned by students from all grade levels and males and females.

This year, as in previous years, the APT Program was housed in a room with no direct access to the outside. Work performed on cars had to be done outside. Thus, weather was the determining factor. It is hoped that next year the room will be changed to a room where cars could be driven inside to be worked on by the students. This would greatly enhance the program.

APPENDIX 3

INCENTIVE ACTIVITIES

This year the incentive activities had to be reorganized during the first week of the second quarter (November 16, 1973) due to the energy crisis and subsequent Superintendent's Bulletin. The third point stated "Eliminate field trips and similar use of transportation." Project Emerge in the past had conducted end-of-the-year field trips to Washington, D.C., Chicago and various other cities and local points of interest during the year.

The activities that did take place this year were field trips to Wright State University, Dayton; University of Dayton, Dayton; a Sock Hop at Roosevelt; Dayton Gems hockey game; Ebony Fashion Fair, Dayton; APT Banquet; Parent/Student Banquet.

The field trips to Wright State University and the University of Dayton encompassed almost all of the core students. The trips were designed to expose students to the universities. Students heard speakers from various segments of the university community and also toured university facilities.

The Sock Hop at Roosevelt, Dayton Gems hockey game and the Ebony Fashion Fair were activities designed to reward students with records of good attendance and/or grades.

The Parent/Student Banquet was held May 6, 1974, at a local restaurant. There were other incentive acitivities planned for during the 1973-74 school year. However, as previously stated because of the energy crisis and Superintendent's Directive these plans had to be modified or deleted.